DOCUMENT RESUME

ED 384 954 EA 026 821

AUTHOR Bateman, Susan; Karr-Kidwell, P. J.
TITLE At-Risk Programs for Middle School and High School: Essential Components and Recommendations for Administrators and Teachers.
PUB DATE 95
NOTE 50p.
PUB TYPE Information Analyses (070) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educationally Disadvantaged; Elementary School Students; *High Risk Students; *High Schools; Intermediate Grades; *Middle Schools; Program Effectiveness; Remedial Programs; Secondary Education; Secondary School Students; Self Efficacy; *Self Esteem
IDENTIFIERS Middle School Students

ABSTRACT

This paper provides an extensive literature review concerning at-risk students and their needs, identifies the essential components necessary for effective at-risk programming, and describes successful at-risk programs and recommendations for administrators and teachers at the middle- and high-school levels. The literature review presents research findings on parenting styles, students' perceptions of change, school attendance, grade retention, and evaluation of programs for at-risk learners. Essential components of programs for at-risk students include a recognition of the importance of school climate, a comprehensive and balanced curriculum, an effective and caring staff, energetic and experienced teachers trained in various counseling skills, using a preventative and remedial approach to enhance the at-risk students' self-esteem, and an inclusive decision-making process. Appendices contain samples of various at-risk programs' objectives, activities, and curricula. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 384 954

AT-RISK PROGRAMS FOR MIDDLE SCHOOL AND HIGH SCHOOL: ESSENTIAL COMPONENTS AND RECOMMENDATIONS FOR ADMINISTRATORS AND TEACHERS

Susan Bateman

Whitesboro I.S.D./Educator

Masters Student, TWU

PJ Karr-Kidwell, Ph.D.

Professor Educational Leadership

Texas Woman's University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. J. Karr-Kidwell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

EA 026 821

INTRODUCTION

Families are a group of unique individuals. These individuals provide support, communication, values and, at times, the proper authority for good decisions to be made (Fuhrmann, 1990; Valett, 1991). Young children like to feel they are a part of a closely-knit family. This closeness in families often lessens as children grow into adolescence (Berger, 1988; Fuhrmann, 1990; Rice, 1994). The most functional families have been found to provide a large degree of cohesiveness. As children grow, the degree of closeness relaxes in order to facilitate autonomy for the young adult (Rice, 1994). In many ways, healthy families promote individual opportunities by the growth they allow as children change (Honig, 1981; Klimek & Anderson, 1988; Valett, 1991).

In contrast, dysfunctional families provide few role models for their children (Fuhrmann, 1990). If family closeness is overbearing or there is no closeness, the child is not allowed any room for growth and he or she develops no feelings of family. This may cause emotional problems to occur (Rice, 1994). These children are being prepared for life in the midst of extremely fertile ground that is good only for growing rebellion (Fuhrmann, 1990). This type of rebellion has also caused major changes in attitudes among today's students.

The purposes of this paper will be (a) to provide an extensive literature review concerning at-risk students and their needs, (b) to detail

essential components necessary for effective at-risk programming, and (c) to provide a resource detailing effective programs and recommendations for administrators and teachers at the secondary level.

REVIEW OF RELATED LITERATURE

How children and adolescents learn to deal with their world is often related to parenting styles. This influence can manifest in either a positive or negative way (Klimek & Anderson, 1988). In a positive climate, children feel warmth and comfort. These children know they are loved. A negative atmosphere is filled with rejection and coldness. Many times, however, the children have never felt wanted or loved (Rice, 1994).

Parenting Styles

Homes with a negative atmosphere tend to breed dysfunctional families. These families are unable to provide appropriate reinforcements for their children. These children are then unable to function properly in society (Fuhrmann, 1990; Palmo & Palmo, 1989). Therefore, parenting style has a powerful influence on today's youth. For example, ineffective parenting styles may lead to at-risk youth who not only influence the community but also the educational system with their dysfunctional perceptions (Palmo & Palmo, 1989). There are also other categories of parenting styles: authoritarian, permissive and authoritative (Fuhrmann, 1990).

Authoritarian or autocratic parents use what could be called a military type of discipline with little freedom given to the child (Berger, 1988;

Rice,1994). This style demands that children obey them without question. Children from this type of family tend to be extremely self-conscious and have a high rebellious streak which, in many cases, leads to substance abuse (Fuhrmann, 1990). These children tend to be distrustful and are seldom high achievers (Berger, 1988; Honig, 1981). They are usually more hostile towards their parents and deeply resent parental control over their life. In an authoritarian or autocratic home, meeker children are cowed while the stronger ones are rebellious (Rice, 1994). It has been noted that the lower class are significantly more authoritarian than middle class. This could be due to the type of jobs where the lower class are employed. Occupations of the lower class tend to be more closely supervised and repetitive. Their work environment tends to value structure; consequently, this climate is carried over into their parenting style (Fuhrmann, 1990).

In opposition to the authoritarian style is the permissive parenting style. Permissive parenting is as it implies: children are allowed to run free while parents are generally passive or nonexistent (Rice, 1994; Rudder, 1993). These home environments allow the children to be omnipotent since few controls or demands are placed on them (Fuhrmann, 1990). Berger (1988) states that children from permissive families reveal a tendency to be out of control and aggressive. Boys from permissive homes tend to be low achievers while girls seem to do quite well in school. These pampered youths have been found to be self-centered, domineering and unreliant. However, they feel insecure and uncertain about the future (Rice, 1994). Overall, permissive parents seem to produce unhappy children (Berger,

1988), while both permissive and authoritarian parents appear to develop poorly adjusted children (Fuhrmann, 1990).

An alternative to the first two parenting styles is the authoritative. Parents in this area generally allow children to help in the decision-making process, yet the authoritative parents help to guide the youth through these two-way discussions. Allowing input into his or her life helps raise the adolescent's self-concept and allows communication between parents and children. This has a positive effect on the youth and allows them to gradually detach themselves from parental control as they grow in responsibility and in age (Fuhrmann, 1990; Rice, 1994). These children tend to become successful, happy, and high achieving individuals (Berger, 1988). This authoritative type of home is characterized by a warm, friendly atmosphere with trouble-free, nondelinquent behavior for both boys and girls (Rice, 1994). This type of parenting style is also more closely associated with middle-class values (Fuhrmann, 1990).

A study done by Stella Dorgu (1994) supported a direct correlation between parents' attitudes and participation and children's performance in school. The study was conducted in a state-funded, at-risk program in the Northeast. It focused on parent communication and influences on student success. Parents of 76 children participated in the program. They completed a questionnaire which had 42 questions on parent-child communication. The results indicated that informal channels of communication had a positive influence on parental involvement. A secondary result indicated that parental involvement was also influenced by

parent income. Parent participation in their children's school activities, therefore, often resulted in improvement in the children's achievement. These findings were also indicative of the problems seen in youth who had little parental involvement during their early years in a dysfunctional home (Dorgu, 1994). This lack of parental involvement and at-risk students' perceptions are also of great concern to today's educators. Educators, however, have experienced less success in changing these perceptions through the recent reforms (Texas Educational Agency [TEA], 1989). It appears, educators' and students' perceptions of the changes needed in order to achieve success are not focused in the same direction.

Students' Perceptions of Change

Students' perceptions of school rules and discipline as unfair testifies to the failure of the nation's schools to clarify the difference between punishment and discipline (Maryland State Department of Education, 1990). Early adolescents should be a part of the decision-making process, and failure to include these young people sends a message of conform or leave when they reach high school and sometimes earlier in their schooling years (Maryland State Department of Education, 1990). In a study by Richard England (1994), 29 at-risk students' perceptions were compared to the perceptions of 131 students not labeled at-risk of dropping out of school. The purpose of this study was to determine factors that were influential in students' withdrawal from school. Students in grade's seven and eight were surveyed about aspects of school. There were three significant findings from this study. A large number of at-risk students were found to be one

year older than their peers due to retention. Students also reported a difference in grading practices of different teachers. It was also found that a cultural difference was evident between how these at-risk students perceived school, related expectations and how teachers viewed the school's perceptions and expectations. The data indicated that at-risk students were not able to change in order to meet the expectations of the school.

In a similar study, Richard Vito (1993) examined the relationship between change in students' perceived social context and change in at-risk status. Two groups of students were identified as at-risk. These two groups were assessed while in the fourth, fifth or sixth grade and again two years later while in the sixth, seventh or eighth grade. In the first study, the elementary students labeled at-risk were found to have parents that gave lower levels of support and were involved less than those parents in the non-at-risk group. Middle school at-risk students reported less parent and teacher involvement than the non-at-risk peers. In the second study, results indicated that those students labeled at-risk had consistently low test scores and the non-at-risk group had consistently high scores across elementary and middle school. The determining factor was students' perceptions of parent structure and teacher-autonomy support. Teacher involvement was a consistent factor in high versus low attendance. The conclusions indicated home and school played significant roles in determining if students became at-risk, stayed at-risk or improved academic performance.

This study also supported the idea that if at-risk students can be identified early, their chance of success was greater, both socially and academically.

Across the nation, schools have been mandated to change. However, these educational reforms have neglected to examine the inability of at-risk students to change to the schools' expectations (TEA, 1992). According to Quinn (1991) schools contribute to the failure rate of at-risk students when demands are placed on the student. At times these demands cannot be easily carried out, therefore, schools must learn to adapt to the at-risk learner. History keeps repeating itself as the basic cycle of politicians, writers and industry remind educators what a poor job they are accomplishing. As changes are implemented, scores across the nation have larger gaps (TEA, 1993). Although these reforms stressed excellence in education, they seemed to be lacking strategies which helped keep these at-risk students in school (TEA, 1989). As more of our youth fall further behind, educators wish to break this vicious cycle (TEA, 1993). Thus, two factors have been major determinants for at-risk students' withdrawal from school: attendance and retention (England, 1994; TEA, 1993; Yann, 1993).

School Attendance

School attendance is mandatory. Educational reforms in Texas, for example, placed an 80-day mandatory attendance regulation on students for each semester (TEA, 1989). A four year study was done by TEA on the impact of educational reforms on students in at-risk situations in Texas. The study focused on at-risk students who participated in extracurricular activities and data was collected in four areas: attendance, no pass/no play,

Texas Assessment of Academic Skills examination and the driver's license law. Interviews were conducted with principals, at-risk coordinators, counselors, teachers and students from selected schools across Texas. Data was also obtained through a statewide survey sent to all high school principals during one phase of the research. During the study it was determined that the concept of at-risk would be primarily based on academic performance and/or being retained. The study found that 49% of the principals surveyed felt that educational reform had negatively affected the at-risk student. In the data collected from interviews it was found that those students who had already "tuned out" of education due to dysfunctional families and work responsibilities were the most affected by the absentee policy. Data also indicated that the attendance policy had increased student failure rate for some courses. Although these findings had little impact on regular students, it was suggested that specific policies be looked at closely in regard to at-risk youth (TEA, 1992).

At-risk students with excessive absences had more suspensions than those students who had not had excessive absences. The findings also indicated excessive absences to be one of the eight major factors in grade retention (cited in Frymier, 1992). With this information, personnel in educational agencies might have wondered if the reforms have been nothing more than a design for failure among at-risk youth (TEA, 1989).

Grade Retention

Grade retention has also not been found to be as beneficial to at-risk students. Research has long shown that retention simply does not work.

Samuel Meisels' and Fong-Ruey Liaw's (1993) study examined retention in early years versus retention in later years. The researchers addressed three basic questions: Who is retained? Can retention be associated with improved student outcomes? How do students who differ by sex, race and social status respond to being retained? A sample of approximately 1,000 schools that enrolled eighth graders was first determined, and then, through a random selection process, 26 students from each school were chosen. Through parent and student questionnaires it was determined that retention affected students' academic achievement as well as their social and behavioral development. The results of the study indicated that overall minority students were retained more than Whites. Researchers found, Whites were retained 17.2% in comparison to Blacks at 29.9% and Hispanics 25.2%. It was also noted that boys were retained more often than girls, while lower socioeconomic students were retained 33.9% in contrast to 8.6% for higher socioeconomic students. Most of the retentions occurred in the first four years of school. On eighth grade outcomes, the early retainees scored significantly higher than later retainees. It was determined that early retainees displayed higher grades and lower behavior problems. When compared with students who were never retained, the retained students had significantly lower grades. Retention was also found to increase the likelihood of having learning, emotional and behavioral problems. Retention was associated with a more negative performance for White females from a higher socioeconomic group. Therefore, it can be concluded that retention does not succeed in its goal of raising performance

for retained students. In fact, it is a highly questionable practice (Meisels & Liaw, 1993; TEA, 1993).

In a study completed by Renee Stevens (1980) it was reported that even the mere threat of failure had a dramatic effect on the performance of young adolescents. The study was a comparison of the competence and the performance under stress of at-risk and normal seventh graders. Fifty-one seventh grade students identified at-risk for failure were compared with an equal number of their not-at-risk classmates. These two groups were compared on measures of cognitive, academic, and affective competencies as well as performance under test-like conditions. The results showed a remarkable difference between the group who had been normally successful in school and the group whose school history had included less success and more failure. The study revealed that the at-risk group was found to be less able, more anxious, and less confident than the not-at-risk group. Therefore, one concern for adolescents dropping out of school was grade retention.

At-risk youth who drop out are a major problem, both socially and economically (Kammoun, 1991; Quinn, 1991). Quinn (1991) stated that research has shown the estimated cost of students dropping out is roughly 50 billion dollars in wages. Furthermore, these youngsters are a part of an estimated 7 million young people who engage in high risk behaviors such as illegal substance abuse and teenage sex which sometimes leads to pregnancy. Therefore, these activities also cost the government in drug rehabilitation, welfare for teenage mothers and crime prevention. In a

study conducted by TEA (1993) it was found that students who have been retained twice have a 90% chance of being dropouts. The research also suggested that these students rarely catch up academically; consequently, they fall further behind. Retention, therefore, should not be a form of remediation. Other considerations must be examined in order to enhance the students' academic experience, keep students in school and meet the needs of the at-risk youth.

Evaluation of Programs and Meeting Students' Needs

The dropout rate, unfortunately, is on the upswing (TEA,1993). More youth are being labeled as at-risk. As more immigrants pour in to America from poorer countries the birth rate skyrockets. This increase in the lower socioeconomic birth rate increases the number of at-risk children in America (Quinn, 1991). This changing population calls for schools to expand the program areas they serve (Ornstein, 1992). This expansion must begin slowly, since the rewards and risks must be looked at carefully. Schools must promote healthy development of students. These schools must recognize the importance of school climate, a comprehensive and balanced curriculum, instruction based on student needs and, most importantly, an effective and caring staff (Maryland State Department of Education, 1990; Ornstein,1992). M. Lee Manning (1993) stated that effective programs are most successful when they share a commonality and take a comprehensive approach. He further stated, teachers, learners, parents and families must all work together to set objectives, methods and materials that will focus on improving the at-risk learner's self-concept.

Quality at-risk programs must emphasize teacher-student contact and support (Davis & McCaul, 1990; Manning, 1993). The most popular programs in the secondary school are the alternative school setting (Davis & McCaul, 1990). These programs can work, but they must be done with care. Everyone must be involved in the decision, and parents must understand this type of program (Davis & McCaul, 1990).

One program which emphasizes businesses and schools working together is the "STaR" Partnership for dropout youth. This program introduces and reinforces the positive aspects that contribute to at-risk students' success, namely that all students can learn and experience success, if given the opportunity (Haasl & Phelan, 1992; TEA, 1989). When more factors were included in the programs for at-risk students, there was a higher probability of success (Manning, 1993).

In a review of programming for at-risk learners, Rogus and Wildenhaus (1991) stated that learners must be helped in a number of areas. They acknowledged that the at-risk problem has led to the development of various programs in both preventative and remedial approaches. These two approaches are commonly divided into substance abuse prevention and treatment and secondly, a general area focusing on the at-risk students' needs. Stan Friedland (1992) stated that building students' self-esteem is essential to the development and success of at-risk programs. Self-esteem is the main factor in how well or how poorly an individual functions in society.

Researchers have found that there is a direct correlation between healthy self-esteem and the following behaviors: higher educational aspirations, academic excellence, lack of involvement in drugs and alcohol, and lack of anti-social behavior (Friedland, 1992; Reasoner & Dusa, 1991). Developing a young person's self-esteem must be a goal of teachers, administrators, parents, and other students. Unfortunately, however, programs are often taught by the least experienced, least educated and least capable teachers. Most teachers have either an elementary degree or a secondary degree with a specific focus on one subject area. These teachers may be excellent, but they have not had the training needed to deal with middle school students (Maryland State Department of Education, 1990; TEA, 1993).

According to Davis and McCaul (1990), teachers of at-risk students should be energetic, experienced, see themselves in a counseling role and be completely committed and dedicated to the job. For example, the teacher must develop a personal rapport and sense of caring in the classroom. Reasoner (1992) indicated that teachers must make their classroom free of anxiety, in order to encourage the at-risk student toward a trusting relationship. In order to do this, he stated that classroom procedures, policies and practices must be made clear to the students from the beginning. For these teachers to work towards the improvement of at-risk students' achievement in the classroom, the students' self-esteem must also be enhanced.

Effective At-Risk Programs

One program titled "Building Self-Esteem" that was used in the Parlier Unified School District, and throughout the United States, revealed that discipline referrals in the middle school dropped approximately 75% during the first year of the program's use and by 85% during the second year (Reasoner, 1992). This program was designed as a step-by-step process that addressed the personal needs of the student. Program effectiveness was assessed in a study involving three experimental schools and three control schools in three school districts. The study reported that in comparison to students in the control schools, students who were involved in the experiment felt better about themselves and experienced fewer social problems with other students. These students were also more highly motivated, more cooperative in the classroom and had fewer discipline problems. This increase in student self-esteem had a positive impact on school climate and the attitudes of the students (Reasoner & Dusa, 1991).

Joanne Edmondson (1994) completed a descriptive study of students in Dahlomega, North Carolina. The study evaluated the overall effect of tutoring and counseling on the behavior, self-esteem and achievement of 6th, 7th, and 8th grade students. The study involved 135 at-risk students from a small district with only one middle school. Students were selected by their teachers as 45 students refusing tutorial assistance and 45 students choosing tutorial assistance. The third group of 45 students not only received tutoring but also attended counseling sessions. There was one independent variable, namely the intervention for at-risk students, and three

dependent variables: achievement, as measured by the report card; self-esteem, as indicated in the Coopersmith Self-Esteem Inventory; and behavior-readiness-discipline, as noted in the Behavior Rating Checklist. The results indicated that the tutorial group and the tutorial-counseling group scored significantly higher in achievement, behavior and self-esteem when compared to the control group. It also was found that the younger students who were in the tutorial-counseling group scored significantly higher than the tutoring group in each area except discipline. It was concluded that at-risk students who received tutoring and/or tutoring-counseling improved greatly in achievement, self-esteem and behavior. The results also supported that a multiple approach worked better for younger students.

Power of Positive Students (POPS) was developed by William Mitchell and is a structured, planned program with a variety of activities aimed at elevating young peoples' self-esteem (Friedland, 1992). This program creates a positive and dynamic climate based on trust, respect, and optimism. Another important key to this program is community service, noting if we truly want our youth to become civic-minded then they must experience community-service activities now. One of the most effective techniques for helping at-risk youngsters is to put them in a situation where they are the helpers (Friedland, 1992).

Summer school programs can also be used to offer at-risk students an opportunity to receive credit for class failure or non-attendance. James Cale (1992) suggests since a regular classroom setting was not productive,

summer school for the at-risk learner should be designed in such a way that the student only has to demonstrate mastery in the areas he or she has failed. He suggests these recommendations for summer school programs: flexible scheduling which allows students to work and go on vacation, and determine what units were below passing and assign only what is needed to bring the grade to passing. This type of summer program would truly focus on remediation, and it would enable the young person to continue on with their class. This program has been instrumental in keeping students from dropping out of school (Cale, 1992).

A program used and developed by the Texoma Council on Alcoholism and Drug Abuse (1990) called Striving To Achieve Resiliency for Adolescents (STAR) focuses on reducing the risk of substance abuse by group participation in structured, curriculum-based activities. The four goals of the program are: (a) creating an atmosphere that fosters resiliency for group members (b) assisting students in creating or developing coping skills (c) providing appropriate information such as referrals and recommendations and (d) building relationships through learning and fun. This program focuses on small groups, normally no more than eight. Pull-out programming, such as group or alternative settings, may successfully focus on the at-risk students' needs.

Brown Middle School was part of a study (Norman, 1993). An alternative school devoted to high risk 6th, 7th, and 8th grade students, its main focus was on successfully keeping students in school after their 16th birthday. This program has been very effective in keeping potential

droupouts in school. The effectiveness of this program has been attributed to the leadership of the school principal who established and maintained the school's learning climate. Consistency in the implementation of the program and flexibility in adapting to the needs of the students were the underlying strengths of the program.

At-risk program effectiveness must include key essential characteristics in order to be successful (Manning, 1993). According to Stan Friedland (1992) schools are long overdue in developing and implementing programming which addresses the needs of today's at-risk youth. He further stated that redesigning today's schools would revitalize the future of tomorrow's youth.

PROCEDURES

In the eye of the storm, middle school students try to survive in a world they are not ready for and a world often not ready for them. As a result, they struggle continuously with growing up. According to the research from the literature review, this is a time of great need for these teens as they come to terms with who they really are, and who they wish to become.

Another purpose of this paper was to review programming for at-risk middle school students. Using this information, the necessary components used to develop effective programs were identified (See Appendix A). Additionally, this information could be used by middle school educators in developing at-risk middle school programs. General components needed to develop effective programs include different factors.

First, schools must begin to provide more effective at-risk programs at middle schools. These programs need to address critical areas such as self-esteem. Through research, the authors found that by targeting self-esteem programs, areas such as academic achievement improved and the retention rate for middle school students also decreased.

Secondly, not only should schools provide programs for their students, they should begin to provide effective at-risk training and program development for their staff. In order to better prepare the students who participate in these programs, educators must be made aware of the programs available, and exactly how these programs should be implemented.

The earlier literary review also included the specific components used to develop a number of programs. Overwhelmingly, all programs suggested that students and parents needed to have input into setting up the curriculum, the rules to be enforced, and related program goals to be achieved. In other words, the students and the parents must have bought into the program and supported it, particularly if lasting results were to be expected.

Several of these programs were found to be effective at the middle school level. One Texas program which is targeted for seventh grade is an experiential program from Texoma Camp Fire and entitled the "Esteem Team". In discussions with Pam Nichols, at-risk instructor for Texoma Camp Fire (personal communication, February 16, 1995), the authors found that this program's objective was to promote self-esteem in students (See

Appendix B). In essence, the program gradually moved towards empowering young people to be positive role models for their peer group.

This program meets once every two weeks in the seventh grade Texas History classes in the Whitesboro Junior High. The students enjoy a variety of activities and interactions which accompany these meetings (See Appendix C). This prevention program includes all seventh graders, instead of identifying only certain at-risk students. In the authors' professional opinion, especially during middle school years, most young people can be characterized as at-risk at one time or another. Therefore, effective programming needs to address all students. This program allows each student to interact with others who may or may not be a part of their immediate peer group. The program gives the student the "you're o.k. and I'm o.k." attitude which is important for raising or maintaining self-esteem.

Another program which has been effective in the Whitesboro Middle School, was begun by Christine Nolen, Special Education instructor for Whitesboro ISD. This program was developed out of a need for a little "tender loving care" with 8-10 at-risk students. The program has been used with sixth, seventh, and eighth grade students and has proven to be effective for all age groups. Ms. Nolen, with the help of grade level teachers, identifies 8 to 10 students from one grade level who are in danger of failing. Parents of these students are notified and permission is obtained to pull the student into a study-hall type setting. This study hall is during the scheduled day, so the student loses an elective. During the study hall time, Ms. Nolen works with the students on study skills, homework, problems

they may have, and learning to get along with their peers (See Appendix D). For these at-risk students, academic achievement has increased significantly. Along with academic achievement, the students' self-esteem has increased, as evidenced by the students' interactions among their peers. Discipline problems also appear to have decreased from this study group, given that they no longer are referred to the principal's office on a daily basis. Lack of parent involvement from childhood often leaves such middle school students without a cheerleader to push them forward and encourage them in their endeavors. During the study hall, the instructor can take on that "cheerleader" role and give each student a special feeling. Since most educators realize that improvement in a child's academic achievement will, in the long run, improve that child's self-esteem, programs like this TLC one which enhance achievement and self-esteem are needed.

Another program, which works toward academic achievement for the student, also trains the teachers involved prior to the implementation. This program, Success Strategies for At-Risk Students, was developed by the Center for Success in Learning (Marshall & Johns, 1992). The first author of this paper has also attended the five-day training session. The rationale for this program is centered on learning style theory. The developers of the program believe that if the at-risk student is taught in the appropriate learning styles, then academic achievement will improve. Once achievement has improved, the student will have a better self-concept; therefore, self-esteem is enhanced.

These training sessions take the educator through the rationale of the program plus provide materials for training other teachers and for using with students. Most of the techniques taught during the training dealt with the appropriate use of materials for kinesthetic, auditory, and visual learning styles. The training program includes a Learning Style Inventory and Individual Profile. In this way, the educator is able to focus on key teaching techniques for the individual adolescent and his or her learning style. This program worked in the first author's classroom with middle school students who needed extra reinforcement before testing over class materials. Students were allowed to use a variety of games, which covered the material to be tested and allowed students to focus on specific material. If the educator does not have time to prepare the variety of materials for the students, and the room to implement the learning style methods, however, this program may not work as well. The first author feels that focusing on academic achievement is important, but also working on an adolescent's self-concept at any age is a factor which should never be denied. Thus, related programs which emphasize academics and self-esteem and have been most effective, can not be overlooked.

"Building Self-Esteem" was reviewed in the literature review. This program has been documented by researchers to be effective in middle schools. As with other programs, this one builds on self-respect and increases self-esteem and academic achievement. Using an activity or advisory period, all students discuss, write, and participate in a variety of activities designed to allow students to have input into various areas of their

lives (See Appendix E and Examples). This program also gives the at-risk youth the opportunity to view non-at-risk students' viewpoints and hopefully, to realize they are not so different from each other. The first author used this program several years ago and found it to be effective if all teachers bought into the idea and used it properly. In order for any self-esteem program to be totally effective, the teachers and administrators must believe in that program and be able to communicate that belief to the students.

During conversations with Dr. P.J. Karr-Kidwell, Professor, Texas Woman's University (personal communication, February 21, 1995), three programs, which have been found to be effective, were also discussed. The first program from Natick, Massachusetts school district underscores a prevention-intervention approach. Used at the elementary, middle, and high school levels, this program was implemented approximately 15-20 years ago (See Appendix F). The purpose of the program was to prepare all students to function independently and successfully at different levels of education. This thought leads to the idea that anyone at any level can be at-risk, therefore, prevention is worth an ounce of cure. Dr. Karr-Kidwell, a former student of Natick school district and a faculty member involved in some of their program developments, revealed that the district was committed to building a staff that complemented the counseling role of the program (See Appendix F). Teachers and students were trained in various counseling skills, including peer training for students. This training helped the staff and students to be aware of a range of problems from the "band-aid" to "major surgery". A "band-aid" problem could be attended to by student-peer

counseling or teacher interactions. A "major surgery" often required the student to be referred to the Walk-in Center for individual or group counseling. Part of the program's success was due to the A and B periods, which began each day. During A period, those students who were most at-risk were welcomed each morning to let them know they were wanted. B period was strictly for self-esteem, and the students worked with activities related to feeling good about themselves and life in general. In their guidance program, each counselor was assigned 120-150 students, relatively low numbers in comparison to the normal 450-600 for most counselors. Each counselor had seven basic roles (See Appendix G). These roles took on new meaning, depending on the age level. Parents were included during all phases of the program. One phase included television programs which were shown weekly on the school district local cable system. The programs were geared toward topics suggested by the parents and seen as an urgent need for the students at that time.

The personnel in this program have found that 9th grade students were the "shadow teens". Their academic performance was average, but they seemed to be slipping through the cracks academically, socially, and emotionally, and were at-risk before anyone was aware that they were slipping away. Several counselors used additional training to enhance their awareness of these students. The head counselor, for example, took extra classes on at-risk, and character and moral development. For example, Carol Gilligan's moral development work on gender differences was part of

this training. Thus, the continual commitment to the students was an ongoing process.

A second program, discussed with Dr. Karr-Kidwell, is based in Fresno, California. The Marketing Academy is a "school within a school". This business-school relationship is a three-year program that includes academics and job training. Gottschalk Department Stores and Fresno High School joined in this partnership which not only allowed students to move directly into the job market, but also enabled students to go to a college like Fresno State, if they wished. The Academy's curriculum was comparable to regular classroom curriculum (See Appendix H), and completion resulted in a high school diploma. Faculty members received release time to work on integrating the curriculum in order to better facilitate the "caring attitude" that was so important for these at-risk students. In her research, Dr. Karr-Kidwell related that this "caring attitude" on a consistent basis was one of the primary reasons for the success of this program, along with the release time for Academy teachers to plan and integrate the curriculum and plan team approaches to enhance individual student successes.

This third program, which Dr. Karr-Kidwell learned about from the annual Austin At-Risk Conference, is based in Houston, Texas. The Foley's Academy is an Academic Alternative High School. This program is a community-business-school partnership for identified at-risk students. The academy works towards fostering a positive non-traditional school environment with a specific focus (See Appendix I). The program has two

semester terms which focus on basic academics. The academy also provides an interim session during the summer for students to complete courses, if needed. Students must apply for admission to the academy after being identified through a specific process (See Appendix I).

All three of these programs allow the at-risk student the opportunity to succeed by providing academic success and the ability to function independently at different levels. With success in these areas, the middle school student is able to function at a higher level of independence as they continue their schooling. Therefore, at-risk students have been helped in two vital areas, namely academics and self-esteem.

When recommending any of these programs for at-risk students at middle school level, it is important that each program incorporates components which are essential to success. The programs reviewed have all proven to be successful. These programs have worked in the middle school towards enhancing the at-risk students' self-esteem and their academic achievement through the various techniques particular to each program. By enhancing these areas, the authors hope that the student dropout rate will decrease, and the at-risk student will find his or her place in diverse educational systems.

Recommendations of effective self-esteem programs for middle school administrators and teachers would include all programs discussed in this chapter. Each of these programs has important aspects which have allowed them long-term success. Middle school administrators and teachers could incorporate any of these programs into their district. They

can be used as presented or with individual changes so they might better facilitate the district goals. Following the specific guidelines for essential components in developing programs should lead to successful self-esteem developments and outcomes for at-risk, middle school students.

CONCLUSIONS

At-risk adolescents are a product of society. Through the extensive review of literature, there were a variety of programs available for these at-risk youth. The majority of these programs target self-esteem in conjunction with other areas such as academic achievement and drop out prevention. All programs reviewed used common aspects in the development of the programming for at-risk youth.

A child's perception of his or her world is first seen through the eyes of parents. If this perception is one of acceptance and guidance, then these children have a lesser chance of being classified at-risk. Any child can be at-risk because of certain factors like a loved one dying, a family breaking up, or a close friend moving away can cause a young person to find himself or herself lost with no where to turn.

Educators must be aware of these factors in the lives of students, particularly as these youth enter junior and senior high school. It is the responsibility of teachers and administrators to be aware of the turmoil which often accompanies the lives of the at-risk student. These young people are, at times, the product of dysfunctional families. These families did not become dysfunctional overnight. The parents of these adolescents

have been at-risk for a long time. These families are vastly different from what society views as a "normal" family. At-risk adolescents are brought into this world with, at times, little regard for their welfare, and some of these children are basically left to fend for themselves. These at-risk adolescents need stability and love in a world that gives them little of either one, often beginning at their earlier development stages. Educators can never become the parents for our at-risk students, but the authors feel it is up to the teachers and administrators to help these young people find ways to be positive in what to some appears a dismal future. Some of these teens just need to know that someone does care.

It appears that the educational system as it once was or as it is today is not capable of meeting all students' needs in the same way. Educators must search for unique and different techniques to reach all students. The educational system must begin to make available programs which fit the student, not the school, so that our at-risk youth are kept in school. It is the authors' opinion that most schools still focus their attention on the average child who never makes any waves, and they allow the at-risk, whether gifted or below average, to flounder on their own.

Middle school is just such a floundering ground. Students are lost before the educators even realize they were there. The cognitive, psychosocial, and physical changes that take place during early teen years places these young people at a greater chance for being at-risk than at any other time. If educators don't focus on middle school as a prime target for

programs dealing with self-esteem and academic achievement for at-risk youth, then these young people could become the dropouts of tomorrow.

There are viable programs which work on behalf of these middle school teens. Building Self-Esteem was proven to be effective in a number of middle schools in California. Dr. Karr-Kidwell's program from Natick, Massachusetts has been effective for 15 to 20 years. These programs can be incorporated into any school if the teachers and administrators are willing to invest some time and themselves in the effort. The program and the school must have a common aim and each person associated with the program must believe in that common aim.

The first author once read a quote which said, "If you aim at nothing you will hit it". It would be sad if educators continued to aim at nothing and our at-risk youth were never touched.

REFERENCES

Berger, K.S. (1988). The developing person through the life span (2nd ed.). New York: Worth.

Cale,J. (1992). Motivating at-risk students through flexible summer school opportunities. NASSP Bulletin, 76(545), 106-109.

Davis, W.E., & McCaul, E.J. (1990). At-risk children and youth: A crisis in our schools and society (Report No. UD-027-992). University of Maine: Institute for the Study of At-Risk Students. (ERIC Document Reproduction Service No. ED 330 757)

Dorgu, S.O. (1994). Determinants of parental involvement in a support program: A study of communication behavior and information sources (Doctoral dissertation, Syracuse University, 1993). Dissertation Abstracts International, 54(8), 2796.

Edmondson, J. (1994). The effects of tutoring and counseling on the achievement, self-esteem and behavior of middle school at-risk students (Doctoral dissertation, Georgia State University, 1993). Dissertation Abstract International, 57(7), 2465.

England, R.H. (1994). A study of school-related factors that contribute to students' decisions to drop out of school (Doctoral dissertation, State University of New York at Albany, 1993). Dissertation Abstracts International, 54(12), 4316.

Friedland, S. (1992). Building student self-esteem for school improvement. NASSP Bulletin, 76(540), 96-102.

Frymier, J. (1992). Growing up is risky business, and schools are not to blame. Final report: Study of students at risk. Volume 1. Bloomington, IN: Phi Delta Kappan.

Fuhrmann, B.S. (1990). Adolescence, adolescents (2nd ed.). London: Scott, Foresman.

Haasl, W., & Phelan, L. (1992). A "star" partnership for dropout youth. NASSP Bulletin, 76(540), 111-114.

Honig, A.S. (1981). The gifts of families: Caring, courage and competence (Report No. PS-012-485). Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. ED 208 972)

Kammoun, B.B. (1991). High school dropout programs. Elements for success. NASSP Bulletin, 75(538), 9-14.

Kiner, R.W. (1993). Community service: A middle school success story. The Clearing House, 66(3), 139-140.

Klimek, D., & Anderson, M. (1988). Inner world, outer world: Understanding the struggles of adolescence (Report No. CB-020-491). Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services. (ERIC Document Reproduction Service No. ED 290 118)

Manning, M.L. (1993). Seven essentials of effective at-risk programs. The Clearing House, 66(3), 135-138.

Marshall, C., & Johns, K.(1992). Success strategies for at-risk students. Dallas, TX: Center for Success in Learning.

Meisels, S.J., & Liaw, F.R. (1993). Failure in grade: Do retained students catch up? The Journal of Educational Research, 87(2), 69-76.

Norman, M.E. (1992). Brown middle school: A descriptive study of a school for students at-risk for dropping out (at-risk students, alternative schools, dropout prevention) (Doctoral Dissertation, The University of North Carolina at Chapel Hill, 1992). Dissertation Abstracts International, 53(7), 246.

Ornstein, A.C. (1992). The national reform of education: Overview and outlook. NASSP Bulletin, 76(545), 89-101.

Palmo, A.J., & Palmo, L. (1989). The harmful effects of dysfunctional family dynamics? (Report No. CG-022-77). Alexandria, VA: American Association for Counseling and Development. (ERIC Document Reproduction Service No. ED 323 454)

Quinn, T. (1991). The influence of school policies and practices on dropout rates. NASSP Bulletin, 75(538), 73-83.

Reasoner, R.W. (1992). What's behind self-esteem programs: Truth or trickery? You can bring hope to failing students. The School Administrator, 49, 23-30.

Reasoner, R.W., & Dusa, G.S. (1991). Building self-esteem in the secondary schools. Palo Alto, CA: Consulting Psychologists Press

Rice, F.P. (1994). The adolescent development, relationships, and culture (7th ed.). Boston: Allyn and Bacon.

Rogus, J.F., & Wildenhaus, C. (1991). Programming for at-risk learners: A preventive approach. NASSP Bulletin, 75(538), 1-7.

Rudder, W.J. (1993). At-risk students: An ethnographic study of twelve at-risk vocational technical high school students (Doctoral dissertation, Rutgers, The State University of New Jersey-New Brunswick, 1993). Dissertation Abstracts International, 54(5), 1857.

Staff (1990). In the middle, addressing the needs of at-risk students during the middle learning years. Technical team report. Submitted to the Commission for students at-risk of school failure (Report No. PS-019-308). Baltimore: Maryland State Department of Education. (ERIC Document Reproduction Service No. ED 326 333)

Stevens, R. (1980). At risk for school failure. A comparison of the competence and the performance under stress of at-risk and normal seventh graders (Report No. CG-014-793). Montreal, Canada: APA Convention, Division 15. (ERIC Document Reproduction Service No. ED 194 852)

Texas Education Agency. (1993). Closing the gap: Acceleration vs remediation and the impact of retention in grade on student achievement (GE 3-500-02). Austin, TX: Author.

Texas Education Agency. (1992). Impact of educational reform on students in at-risk situations in Texas. Austin,TX: Author.

Texas Education Agency. (1989). Practitioners' guide series number one: Characteristics of at-risk youth (GE 9-311-05). Austin, TX: Author.

Texoma Council on Alcoholism and Drug Abuse. (1990). STAR: Striving to achieve resiliency for adolescents [Pamphlet]. Sherman, TX: Author.

Valett, R.E. (1991). Enhancing self-esteem through self-management strategies (Report No. CG-023-511). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 344 496)

Vickers, H.S. (1994). Young children at-risk: Differences in family functioning. The Journal of Educational Research, 87, 262-270.

Vito, R.C. (1993). Why students become 'at-risk' (Doctoral dissertation, The University of Rochester, 1993). Dissertation Abstracts International, 54(4), 1298.

Yann, J.A. (1993). The effects of selected educational strategies on the success of secondary at-risk students (Doctoral dissertation, Oregon State University, 1993). Dissertation Abstracts International, 54(5), 1664.

APPENDICES

APPENDIX A

ESSENTIAL COMPONENTS FOR SUCCESSFUL AT-RISK PROGRAMS

- Recognize importance of school climate
- Comprehensive and balanced curriculum
- Effective and caring staff
- Teachers must be energetic and experienced
- Should include a preventative and remedial approach
- Decision-making process must include student, parents, and teachers

Credits: Adapted from Chapter II, Review of Related Literature.
Key authors were Davis & McCaul, Manning, Ornstein, and Reasoner.

APPENDIX B

CAMP FIRE "ESTEEM TEAM" OBJECTIVES

- To get acquainted with myself and others
- To identify and develop leadership skills and behaviors
- To strengthen interpersonal communication through listening and facilitative responses
- To improve group dynamics skills, such as positive peer pressure

Credits: Personal discussion with Pam Nichols, At-risk instructor for Texoma Camp Fire, February 16, 1995.

APPENDIX C

"ESTEEM TEAM" ACTIVITIES

1.	The Same Difference	Introduction
2.	Awareness of Myself and Others	Self-Awareness
3.	"I" Messages vs. "You" Messages	Active Listening
4.	We are all Unique	Being yourself
5.	Acceptance (honoring one's needs)	Acceptance
6.	Feelings of others	Feelings
7.	Really Listening to others	Communication
8.	He started it!!	Conflict Resolution
9.	Secrets are hard to keep	Confidentiality
10.	Culture Walk	Multi-culture
11.	Let's work together	Group Dynamics
12.	Being a true friend	Friendship
13.	"What Do I Do?"	Decision Making
14.	What am I REALLY seeing?	Perception
15.	Where is it all coming from?	Career
16.	It's their home too.....	Environment
17.	Help ME!!	Suicide
18.	What are you going to buy??	Advertisement
19.	True Colors	Personalities
20.	What good are evaluations?	Evaluations and Closing

Credits: Adapted from Texoma Camp Fire Pamphlet, 1994.

APPENDIX D

MS. NOLEN'S STUDY HALL OBJECTIVES

- Provide daily reinforcement and completion of homework
- Provide a positive interaction between student and study hall teacher
- Provide TAAS remediation
- Provide students with resources such as: learning to self-talk; learning to say,"I don't understand", instead of "I'm dumb"; providing homework assignment sheets; becoming a network person by adopting an advocacy role for students with other teachers; and learning positive interactions with peers and teachers.

Credit: Personal communication with Christine Nolen, special education instructor, January 27, 1995.

APPENDIX E

BUILDING SELF-ESTEEM ACTIVITIES

- Building a Sense of Security
- Building a Sense of Identity
- Building a Sense of Belonging
- Building a Sense of Purpose
- Building a Sense of Personal Competence

See activity samples on following pages.

EXAMPLE

ACTIVITY WORKSHEET FOR BUILDING A SENSE OF SECURITY

Rules at Home

Answer the questions below on a separate sheet of paper.

1. What rules do you have at home about where you can and cannot go? After each rule, explain why you think your parents made up this rule.

2. What things at home are you not allowed to use without permission? Why have your parents established these limitations?

3. At home, what things are you not allowed to do by yourself? Of these things, which do you feel capable of handling?

4. How might you communicate to your parents that you are able to handle a new responsibility?

5. What rules should your brother and sister have to follow? If these rules differ from the rules you must follow, please explain the variation.

6. If you could develop the set of rules for your family, what would they be? Explain your reasoning for each rule.

(**To the teacher:** Before helping to develop school rules, students should discuss the rules they have at home. They need to understand that we live in a world with rules and expectations, whether at home, at school, or as an adult in society. Rules, by the boundaries they create, provide security. Discussion could include the need for establishing order through rules rather than use of rules to make people behave).

EXAMPLE

ACTIVITY WORKSHEET FOR BUILDING A SENSE OF IDENTITY

Positive Qualities

On the lines below, list the members of your family. Beside each name, list three to five qualities that each family member admires in you. After each positive quality, tell what feedback you have received from that person that lets you know this quality is valued in you.

Name of Family Member	**Qualities They Admire in Me**	**Feedback**
_____	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
_____	_____	_____

Report in writing or orally to your class on how this activity worked in your home.

(**To the teacher:** A young person's self-concept is largely dependent on the feedback received from parents and family members. This activity provides the student with the opportunity to update family members' impressions and insights and to correct mistaken perceptions. Students can also be give extra copies of the exercise for each member of the family to complete. The activity can then serve as a basis for family discussions).

EXAMPLE

ACTIVITY WORKSHEET FOR BUILDING A SENSE OF BELONGING

Personal Questionnaire

1. What is your birthdate?
2. How old are you?
3. List ten words to describe you.
4. List all the places you have lived since you started school.
5. Of all the things you do in your free time at home, what do you most enjoy doing?
6. What are your favorite sports?
7. What hobbies or interests do you have?
8. What are your favorite television shows?
9. Which is your favorite musical group?
10. How do you spend your time after school and on weekends?
11. Do you have a job after school? What do you do?
12. With whom do you usually spend most of your free time?
13. To whom in your family do you feel closest?
14. What kind of books do you like to read?
15. What kinds of pets do you have? If none, what would you have if you could?
16. What things do you feel you do better than most others your age?
17. List three things about yourself that most other students in the class don't know.
18. What are your goals immediately after high school?
19. What would you consider to be an ideal summer vacation?
20. If you could travel anywhere in the world, where would you want to visit? What special attraction does this place hold for you?

(**To the teacher:** This exercise is a good one to use at the beginning of the year to provide you with useful information about your students. If your students participate in any interview exercises, this will help them get started with the interviewing process).

EXAMPLE

ACTIVITY WORKSHEET FOR BUILDING A SENSE OF PURPOSE

Goal-setting Worksheet

1. List ten places close to home that you would like to visit or explore.
2. List ten places in your own country that you would like to visit or explore.
3. List ten places in the rest of the world that you would like to visit or explore.
4. List ten skills that you would like to master.
5. List ten books or authors that you would like to read.
6. List ten physical skills or feats that you would like to accomplish.
7. List ten things that you've always wanted to do but haven't had the time or money.
8. List ten places you'd like to live.
9. List ten awards you would like to receive.
10. List ten things you would like to do to serve others.
11. List ten adventures that you would like to experience.
12. On a separate piece of paper, make a list of ten other categories for goal achievement, then list ten things you'd like to do under each category.

(**To the teacher:** Having personal goals is a significant aspect of self-esteem. It is important to talk with students about their goals. This activity encourages students to select areas they would most like to work on).

EXAMPLE
ACTIVITY WORKSHEET FOR BUILDING A SENSE OF PERSONAL COMPETENCE

My Epitaph

Decide how long you might like to live and then enter your date of birth and an imaginary date of death on your tombstone. Then write an epitaph for your tombstone. Many famous people have written their own epitaphs, among them, Shakespeare, whose epitaph threatens anyone who moves his bones. What message would you leave the world in your epitaph? In a brief paragraph, explain why you created the epitaph you did.

(**To the teacher:** Sometimes adults look back on their lives and realize they might have made more impact had they planned their lives better. By considering the few words that might be etched on a tombstone, students may create a life-long theme or focus of personal value and importance. Introduce this activity by reading the epitaphs of some famous people).

Credit: Adapted from "Building Self-Esteem" activity book, Reasoner & Dusa (1991).

APPENDIX F

NATICK MASSACHUSETTS SCHOOL COUNSELING SERVICE

ELEMENTARY SERVICES

Kindergarten-Grade 5 The counselor helps your child:

- adjust to school life
- cope with family problems
- work and play well with others
- become aware of the working world

Arrangements may be made for the following:

- divorce and separation
- death
- moving
- alcoholism and drug abuse
- child abuse
- other special needs

MIDDLE SCHOOL SERVICES

Grades 6-8 The guidance counselor helps your child with:

- personal problems through individual, parent and/or group counseling
- developing and adjusting to situations involving academics and socialization
- selected student academic programs
- assessing academic level to student's performance
- exploring vocational and private school admission requirements
- exploring career areas

HIGH SCHOOL SERVICES

Grades 9-12 The guidance counselor helps with:

- personal problems through individual counseling/Walk-in Center
- preparing for educational, military, or career opportunities
- selecting student academic programs
- assessing academic level of course work to student's performance
- reviewing career interests
- monitoring graduation requirements
- meeting admission and testing requirements for college
- gathering information for Quinobin, summer school programs, or alternative education experiences

The responsibility of the high school student and parent is to:

- meet graduation requirements
- complete and submit work on time
- meet all college admission deadlines
- inform counselor of applications to be submitted
- be aware of student activities

Credit: Adapted from discussions and handouts received from Dr. P.J. Karr-Kidwell, Professor, Texas Woman's University, ELDR Department.

APPENDIX G

COUNSELING ROLE

NATICK, MASSACHUSETTS

- Personal Counseling: deals with relationships and their accompanying behaviors
- Appraisal & Assessment: interpreting individual test scores
- Information: parent education, orientation, scheduling, college programs, career development
- Education Service: assistance with course selection
- Career Education & Counseling: career speakers, field trips, workshops
- Consultation & Referral: counseling with parents, staff, joint conferences, classroom observations
- Professional Service: staff development, professional library sources

Credit: Adapted from discussions and materials received from Dr. P.J. Karr-Kidwell, Professor, Texas Woman's University, ELDR Department.

APPENDIX H

MARKETING ACADEMY CURRICULUM

GRADE 10

- Academy Marketing I (Lifeskills, interviewing, resume writing)
- Business Math
- Biology
- English
- Physical Education
- Elective

GRADE 11

- Academy Marketing II (Lifeskills, workplace training, career development)
- English III
- US History
- Algebra
- Physical Education

GRADE 12

- Academy Marketing III (Lifeskills, interships and careers)
- Government/Economics
- Sociology
- Work Experience

Credits: Adapted from discussions and information received from Dr. P.J. Karr-Kidwell, Professor, Texas Woman's University, ELDR Department.

APPENDIX I

FOLEY'S ACADEMY-ACADEMIC ALTERNATIVE HIGH SCHOOL

SPECIFIC FOCUS

The academy focuses on:

- Selected student enrollment of approximately 100-125
- Multi-level individualized instruction/self-paced
- Business/Community volunteers
- Advisory/Guidance/Enrichment programs
- Summer intersessions for enrolled students

PROCEDURES FOR IDENTIFICATION AND REFERRAL OF CANDIDATES

Academically Capable

- Those on or above grade level
- Average or above average test scores

Potential Dropout

- Poor attendance habits, regardless of reason

Dropout

- Dropped out this year; did not enroll this year; out indefinitely, desires to return

Credit: Adapted from discussions and information received from Dr. P.J. Karr-Kidwell, Professor, Texas Woman's University, ELDR Department.